

Curriculum Mapping: The Basics Questionnaire

- A. Attempt to answer all the questions and statements on your own.
 B. Then work in teams of two or three to compare and share answers.

Please do not use personal notes or handouts for Round A and B.

Remember, this is an Assessment *For Learning* and designed to aid you in self-evaluation of your current level concerning some of curriculum mapping's basic-concepts understanding.

1. What is a personal, one sentence definition of Curriculum Mapping?

2. What is a personal statement that describes the key purpose(s) for Curriculum Mapping?

3. Who is "Chris?"

4. What are Curriculum Mapping's two or rules that effect curricular dialogue and making curricular decisions based on curriculum maps and/or other forms of data?

5. What is each type of curriculum map's purpose, time increment, and creation level? *The first one has been done for you.*

Type of Map	Purpose	Time Increment	Creation Level
Diary Map	Written by an <i>individual</i> teacher <i>after instruction</i> wherein the teacher records what he or she <i>actually had</i> the students learn	Written <i>per month</i> , after instruction ... usually at the end of every two weeks; end of month; or by the 7 th of the following month	School-site level
Projected Map			
Consensus Map (Master Map, Core Map, Benchmark Map)			
Essential Map			

Curriculum Mapping: The Basics Questionnaire (cont.)

6. Why is it imperative that all map writers use the same base mapping wording, format, and intra-alignment?

7. What are the four common initial elements intra-aligned to S_____ (fill in the blank) included in a “basic elements” Projected/Diary Map? **Note:** Depending on the mapping system used, you may need to include a fourth element, Unit name, to be able to record the initial elements.

8. What are the missing words in the phrases below?

U _____ = B _____ ... Think T _____ of a Book

C _____ = N _____ : D _____ ... Think T _____ in a Book

S _____ = _____ Verb, T _____, D _____

What are some non-measurable verbs that should not be used as an initial skill statement verb?

What is the difference between a Skill and an Activity?

A _____ = D _____ Noun ... You are actually giving the A _____ a N _____

When must a map writer or writers include Evaluations for recorded Assessments?

9. How do Curriculum Maps differ from Lesson Plans?

10. What are some purposes for *Conducting an Initial Read-Through*?

11. In the *Seven-Step Review Cycle*, teams meet dependent on the reviewing focus or focuses. What does each following team term represent? *The first one has been done for you.*

Horizontal = A team of teachers and support staff that teach or work with one grade level

Vertical = _____

Like = _____

Mixed = _____

Curriculum Mapping: The Basics Questionnaire--Answer Key

1. What is a personal, one sentence definition of Curriculum Mapping?

Answers may vary, but definition should include these key points: a real-time, calendar-based (monthly), ongoing process for collecting, reviewing, modifying, and maintaining a database of the operational (actual) and planned learning in a learning organization.

2. What is a personal statement that describes the key purpose(s) for Curriculum Mapping?

Answers may vary, but statement should include these key points: to afford teachers and administrators the opportunity and necessity to engage in data-based curricular dialogue to design and maintain a learning organization's aligned curriculum, both in specific grade levels and disciplines, as well as across grade levels and cross- and interdisciplinary learning.

3. Who is "Chris?"

Every student and his or her Pre-K-12+ educational journey as a learner.

4. What are Curriculum Mapping's two rules that effect curricular dialogue and making curricular decisions based on curriculum maps and/or other forms of data?

1) The Empty Chair, which represents (literally and figuratively) every student in the school and/or district, and is the central focus for all curricular dialogue, collaboration, and decision making.

2) The collaborative, agreed-upon requirement that all decisions will be data-driven and based on curriculum maps and other forms of data. If it is in Chris' best interest (not teachers or others' best interest) to stop, start, or modify current learning, programs, or practices, it will be so.

5. What is each type of curriculum map's key purpose, time increment, and creation level?

The first one has been done for you.

Type of Map	Purpose	Time Increment	Creation Level
Diary Map	Written by an <i>individual</i> teacher <i>after instruction</i> wherein the teacher records what he or she <i>actually had</i> the students learn	Written <i>per month</i> , after instruction ... usually at the end of every two weeks; end of month; or by the 7 th of the following month	<i>School-site</i> level
Projected Map	Written by an <i>individual</i> teacher <i>before instruction</i> wherein teacher records what s/he is <i>planning on having</i> students learn	Written <i>per month</i> , before instruction	<i>School-site</i> level
Consensus Map (Master Map, Core Map, Benchmark Map)	Written by <i>two or more</i> teachers <i>before instruction</i> wherein they design what <i>they collaboratively are planning on having</i> the students learn	Written <i>per month or per grading period</i> , before instruction	<i>School-site</i> level
Essential Map	Written by a <i>designated Task Force</i> (representing all school sites in the district) to design the <i>basic requirements for learning</i> in a given course to be utilized for <i>planning</i> what students will be learning <i>before instruction</i>	Written <i>per grading period or per school year</i> , before instruction	<i>District</i> level; only necessary to create this type of map if there are <i>two-or-more like</i> schools or courses in two or more school sites

6. Why is it imperative that all map writers use the same base mapping wording, format, and intra-alignment?

Since a mapping database is meant to be utilized by all educators in the learning organization, there will be many times when maps will be read without the map writer(s) present. Therefore, a map must be able to be read and correctly interpreted without the map writer(s) present. Secondly, by using specific guidelines all grade levels and disciplines will be better able to communicate efficiently and effectively.

Curriculum Mapping: The Basics Questionnaire--Answer Key (cont.)

7. What are the four common initial elements intra-aligned to **Standards** included in a “basic elements” Projected/Diary Map? **Content, Skills, Assessments, Resources**

8. What are the missing words in the phrases below?

Unit = Broad Term/Phrase ... Think Title of a Book

Content = Noun/Noun Phrase: Descriptor ... Think Table of Contents of a Book

Skill = Measurable Verb, Target, Descriptor

What are some non-measurable verbs that are not to be utilized when recording a Skill?

Understand, Know, Show, Demonstrate, Use (“Use” typically becomes the onset a prepositional phrase in a skill statement’s descriptor. For example:

Justify in writing main idea using at least 4 supporting details

What is the difference between a Skill and an Activity?

A skill is what students must be able to do. An activity *provides practice* so that students can work towards mastery or beyond regarding a specific skill or skill set.

Assessment = Defined Noun ... You are actually giving the Assessment a Name.

When must the map writer(s) include Evaluations for recorded Assessments?

When map readers cannot correctly interpret how the map writer(s) based the student product or performance’s judgment criteria (e.g., teacher observation, checklist, rubric, peer review, feedback) by simply reading the assessment name.

9. How do Curriculum Maps differ from Lesson Plans?

All curriculum maps, even the most detailed Projected/Diary Map, represent the “what” of learning (Content, Skills, Assessments/Evaluations, Resources, Essential Questions, Etc.).

Lesson Plans are more detailed documents that represent the specific “hows” of learning, in other words, the pedagogical practices. Over time, curriculum maps may be refined to become more detailed, including data such as a specific activities or differentiation, but remember that lesson plans are *daily* documentations wherein curriculum maps reflect *monthly/grading period* documentation.

10. What are some purposes for *Conducting an Initial Read-Through*?

There are four key purposes. This activity is most effective when incorporated immediately after teachers have initially learned to record the common initial elements (intra-aligned content, skills, assessments, resources, standards) in a Projected/Diary Map (can be conducted as well if Consensus Maps are initially being designed) to (a) provide a self-evaluation experience to experience if other’s can understand and correctly interpret what was personally recorded; (b) experience first-hand the concept of reading data and taking notes before attending a meeting; (c) teachers and administrators getting a hands-on understanding for creating norms regarding wording, format, and intra-alignment for creating quality maps--maps that can be read with ease and accuracy without map writer(s) present; and (d) remind everyone that mapping is about establishing and maintaining an ongoing, collaborative curriculum environment.

11. In the *Seven-Step Review Cycle*, teams meet dependent on the reviewing focus or focuses. What does each following team term represent? *The first one has been done for you.*

Horizontal = A team of teachers and support staff that teach or work with one grade level

Vertical = A team of teachers and support staff that teach or work across grade levels

Like = A team of teachers and support staff that teach or work with one discipline

Mixed = A team of teachers and support staff that teach or work across disciplines